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ABSTRACT

This directory lists and describes projects at colleges and universities that are designed to integrate the work of feminist scholars into the higher education curriculum. The directory is designed to provide a support system among the coordinators of these programs by informing them of each other's existence and progress. The directory also is designed to serve as a source for those interested in initiating curriculum change projects at the college and university level. Sixty institutions are covered in the directory. (DB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 021 758

PREFACE

This Directory was originally compiled by Martha Tolpin of Project HERS-New England, with funding from the Ford Foundation. Its purpose was to have in one place the names of colleges and universities which have projects designed to bring the new scholarship on women into the main curriculum, in order to provide a support system among their coordinators by informing them of each other's existence and progress.

Under a faculty development grant from the Andrew W. Mellon Foundation, 1982-85, Peggy McIntosh, Barbara Kneubuhl and Katharine Stanis, at the Wellesley College Center for Research on Women updated the Directory once a year in order to provide a resource book for those who might like to initiate curriculum change projects at their colleges and universities but who had little experience and/or information related to such a far-reaching effort. As the projects which were started in the last several years have matured and become institutionalized, their coordinators and participants have been willing to share with others their experiences and some of the materials they have developed. While the projects are as diverse as their institutional settings, there nonetheless exist between them similarities and common problems which have made this networking valuable.

All of these projects aim to help faculty in traditional disciplines to use the key research findings and transforming insights which may arise from feminist studies to develop new perspectives on their work as teachers and scholars. At the same time, they all seek to secure and strengthen Women's Studies programs in a variety of institutional frameworks. Women's Studies methods and materials are needed not only to expand the general curriculum but also to reconstruct the images of social reality passed on to students by existing programs of study.

A booklet which expands on information presented in this Directory is available, for $3.00, from the Clearinghouse for Curriculum Integration Projects, College of Letters & Science, Montana State University. The booklet lists project materials not yet available in published form and provides ordering information. It is updated annually.

The Center for Research on Women also distributes a list of consultants across the country who are experienced in Women's Studies and curriculum change work. Because the Mellon project ended in 1985, we will not be producing any updated editions of the directories this year. We welcome information on projects and consultants nevertheless for reference and possible use if we receive more funding for these publications. Copies of this Directory of Projects and of the Directory of Consultants may be ordered, for $3.00 each, from:

Faculty Development Program
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 431-1453

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(1) Offers printed materials (reports, newsletters, syllabi, reading lists, bibliographies, research papers).
(2) Sponsors a national or regional conference of interest to scholars.

DIRECTORY OF PROGRAMS

Alverno College
Greta Salem
Department of Social Science and Policy Studies
Alverno College
3401 S. 39th St.
Milwaukee, WI 53215
(414) 647-3898

As well as undertaking a systematic redefinition of the curriculum in the Department of Social Science and Policy Studies, Alverno is also engaged in an effort to bring Women's Studies materials into all disciplines: it runs a faculty institute three times a year, part of which is devoted to women's issues under the direction of the Research Center on Women; and a faculty group, chaired by the academic dean, is actively encouraging teaching about women. This is an innovative program at a small, committed college.

American Historical Association
400 A Street, SE
Washington, DC 20003
(202) 544-2422

A Ford Foundation grant enabled the Committee of Women Historians of the AHA to produce "Teaching Women's History," an 88-page booklet written by Gerda Lerner, Professor of History at the University of Wisconsin, Madison. The book provides a conceptual framework for illuminating women's lives, strategies for incorporating the new scholarship on women into the curriculum, and bibliographies. It is priced at $4.00 for members and $5.00 for non-members, plus a $1.00 handling charge, prepaid.

American Political Science Association (APSA)
Sheilah K. Mann, Project Director
Educational Affairs
APSA
1527 New Hampshire Ave., NW
Washington, DC 20036
(202) 483-2512

The APSA Task Force on Women and American Government, chaired by Diane Fowlkes (see Georgia State University), has developed nine curriculum units for incorporation into American Government courses under the general title Citizenship and Change: Women and American Politics. The units offer a choice of teaching techniques and reflect two approaches: gender-balancing of topics typically taught in these courses and presentation of topics specific to women. The units, introduced to the profession in workshops at regional APSA conferences starting last Spring, have been printed and are now available for distribution. FIPSE provided funding for the project. For more information on the project, see the section on "Political Science and Feminist Scholarship" in the Winter 1983 issue of the APSA News, pages 10-18.

American Psychological Association
Nancy Felipe Russo, Administrative Officer
Women's Programs, APA
1200 17th Street, NW
Washington, DC 20036
(202) 833-7600

The Women's Programs Office of the APA serves as a catalyst for the production of materials that can be used in psychology courses on sex roles and on the psychology of women. Assessing the Introductory Psychology Course by contributing authors Nancy Felipe Russo and Natalie J. Malovich is an 81-page instrument designed to aid teachers of introductory psychology to incorporate into their course content and teaching practices new knowledge about women and gender-related knowledge about men. This is one of four sets of curriculum materials produced by Judith M. Gappa and Janice Pearce as part of their project "Sex and Gender in the Social Sciences: Reassessing the Introductory Course" (see Utah State University). Copies are available from the Order Department at the above address for $6.50, plus $1.50 for handling, prepaid. The APA also prepares and distributes a directory, "Graduate Faculty Interested in the Psychology of Women," based on a survey of 566 department chairpersons, which is available at no cost.

American Sociological Association
Carla Howery
American Sociological Association
Teaching Resources Center
1722 N Street, NW
Washington, DC 20036
(202) 833-3410

The ASA publishes and distributes "Reassessing the Introductory Course: Sex and Gender in the Social Sciences," a teaching instrument developed by Judith M. Gappa and Janice Pearce (see Utah State University), with Barrie Thorne of Michigan State University as major contributing author. This 176-page paperback includes "Content Guidelines for Introductory Sociology Courses" and "Guidelines for Student-Faculty Communications" that are useful in other disciplines as well. It is available at $8.00 for members and $10.00 for non-members (handling costs included) from the above address. The ASA also distributes a directory of members of its Sex and Gender section, scholars throughout the country who are transforming sociology courses to include the study of women.

University of Arizona
Myra Dinnerstein, Director
Women's Studies Program
University of Arizona
Tucson, AZ 84721
(602) 626-4477

With funds from the National Humanities Endowment (to July 1984), a three-year project is working to change the content and the structure of curriculum to include materials and scholarship on women by the following means: by conducting a series of faculty development activities that will enable faculty of basic courses in many departments to develop materials on women; by extending Women's Studies to the graduate level by establishing four new graduate courses in Sociology, Anthropology, Political Science, and History; and by revising the undergraduate Women's Studies curriculum. By the end of the grant period, thirty faculty members will have participated in the project. Selected materials from the NEH Curriculum Integration Project and three related reports are available at cost. See also the entry under Southwest Institute for Research on Women for new projects based at the University of Arizona.

Association of American Geographers
Arlene C. Rengert
Department of Government and Planning
West Chester State College
West Chester, PA 19380
(215) 436-2724

This organization has sponsored the production of a book, Women and Spatial Change: Learning Resources for Social Science Courses, edited by Arlene Rengert and Janice Monk (University of Arizona). The book has two parts: student readings on six topics (women and agricultural landscapes, landscapes of the home, geography and women in crime, locational decisionmaking in the case of day-care centers, female migration in Latin America, and female labor migration in 19th-century New England); and an extensive instructors' manual with suggestions for specific activities designed to involve students in projects relating to women. The book is useful in introductory sociology and anthropology as well as geography courses, and the last topic is relevant to American history courses. A paperback, the book contains 31 pages of student readings and 72 pages of instructors' manual. It is available for $5.95 from Kendall-Hunt Publishers, 2460 Kerper Blvd., Dubuque, Iowa 52001.

Bennett College
Helen Trobian, Director
Interdisciplinary Studies Program
Bennett College
Greensboro, NC 27420
(919) 273-4431

Faculty are developing a curriculum module, "Gender Difference and the Development of Moral Judgment," funded by a small Mellon grant, to be used in interdisciplinary studies to focus on the inclusion of women in research on moral issues. The module includes a gender-oriented bibliography. Two handbooks, "Bioethics and Research" and "Sex Equality and Religion," prepared by Ruth Lucier and Helen Trobian, are available at cost for philosophy, religion, and interdisciplinary courses to generate class discussion and awareness of these issues. Inquiries and requests for copies of these materials are welcome.

Carleton College
Jane McDonnell, Coordinator
Women's Studies Program
Carleton College
Northfield, MN 55057
(507) 663-4332

With a two-year grant from FIPSE, a project on new feminist scholarship and the curriculum enables faculty to develop the core of an innovative concentration in Women's Studies, consisting of four new courses. These include three "critique" courses (in Anthropology, Literature, and Philosophy) which deal with current theoretical scholarship on women and gender, and a final "topics" seminar on racism and sexism. The project is sponsoring a Women's Studies lecture series and a series of faculty re-training seminars this Spring, led by outside scholar-consultants in diverse fields. A two-day symposium this Fall will conclude the project.

Claremont Colleges (Scripps, Pitzer, Pomona, Claremont McKenna, and Harvey Mudd)
Susan Seymour
Women's Studies Coordinator of the Claremont Colleges
Balch 21
Scripps College
Claremont, CA 91711
(714) 621-8000, Ext. 3250

Scripps College is the center of activity for faculty and curriculum development in Women's Studies within this consortium of five small and very independent liberal arts colleges. With a Mellon faculty development grant, the Women's Studies Field Committee sponsored

a conference, "Traditions and Transitions: Women's Studies and a Balanced Curriculum," last year at Claremont. Its aim was to encourage and support the reorganization and development of courses which focus on or include the new research on women and gender. The Committee also seeks to influence their hiring and curriculum policies by organizing faculty seminars and colloquia focusing on research on women. This year's faculty development seminar series, held at Scripps, involves interdisciplinary study groups working on a wide range of topics. These include: differences of race, ethnicity, class, and sexual preference; economic and political perspectives on women and poverty; feminist theory; adolescent development; and more discipline-centered inquiries on women and gender issues in science and mathematics, history, literature and the arts. An excellent bibliography and three talks prepared for last year's Conference are available, for $2.00 each, from the above address.

Colby-Sawyer College
Nancy Jay Crumbine, Coordinator
Women's Studies Program
Colby-Sawyer College
New London, NH 03257
(603) 526-2010

The faculty of the College, in setting up a core curriculum consisting of five interdisciplinary courses and a selection of core electives, has committed itself to the integration of the new research on women into these courses. A two-day faculty development workshop in December provided the incentive for syllabus re-design work in the humanities and social sciences. The Humanities Department will pilot a core course in the Fall, and the Social Sciences core will be introduced in 1985-86. A subcommittee of the Curriculum & Instruction Committee is advising and overseeing departments as these courses are developed and implemented.

University of Connecticut
Pat Miller, Director
Project for a Balanced Curriculum
Women's Studies Program Office
Box U-181
University of Connecticut
Storrs, CT 06268
(203) 486-3970

The University is funding a project, begun Fall 1983, which seeks to bring feminist perspectives and materials on women into the general curriculum. A series of faculty development workshops this Spring will involve faculty and teaching assistants in two target disciplines (Freshman English, Political Science) and outside consultants who are experienced in curriculum change work. Course and resource materials from the project will be shared with the faculty at a book fair in April.

Dartmouth College
Anne Brooks, Coordinator
Women's Studies Program
Dartmouth College
Hanover, NH 03755
(603) 646-2722

The Women's Studies Program, co-chaired by Mary Jean Green and Brenda Silver, provides in-service training to faculty in other disciplines and supports a variety of outreach projects specifically aimed at faculty development. With funds from the Leadership in Educational Equity Project (see University of Maine at Orono) and the College administration, the Program sponsored a very successful conference on feminist scholarship last year as well as a faculty development seminar on Third World women. Both events have led to the revision of established courses and the creation of new courses. An important focus for faculty and curriculum development activity this year is women, gender, and science. Two woman-centered courses in the biological sciences are being offered as a result of the work. A report on integrating women into the curriculum, recently prepared by the Women's Studies Program, provides detailed information on the outreach projects.

University of Delaware at Newark
Project Directors:
Margaret Andersen, Women's Studies/Sociology
Sandra Harding, Philosophy/Women's Studies
Women's Studies Program
University of Delaware
Newark, DE 19716
(302) 451-8474

Under a grant from the University Provost's Office, the Women's Studies Program will sponsor a faculty development project in 1984-85 designed to integrate research on women into the introductory curriculum in the social sciences across the University. Following a Fall faculty retreat, ten faculty will be chosen to take part in a workshop, led by the project directors, which will turn on the new Women's Studies scholarship in participants' disciplines. Courses revised in the context of the workshop will be offered in Fall 1985. During that semester, each faculty participant will invite to campus a feminist scholar/consultant to give a lecture in class and a colloquium in the "home" department. The Women's Studies Program also sponsors two lecture series, open to the University community, which meet weekly during the academic year. The Research on Women series is now in its eighth year, while the Research on Racism series began this Spring, with funds from the University Center for Teaching Effectiveness.

Denison University
Ann Fitzgerald, Coordinator
Women's Studies Program
Denison University
Granville, OH 43023
(614) 587-6312

A five-year Mellon award (to 1983) supported faculty development activities leading to the formation of a faculty group of academic and career advisors for women students. The network of faculty advisors represents departments in which women students are commonly underenrolled—mathematics and computer science, economics and political science, the natural and physical sciences. New and revised courses, especially in mathematics, were also outcomes of the project. A final report is available. Denison has institutionalized its commitment to Women's Studies by requiring all students to take a course in Minority or Women's Studies in order to graduate.

Duke University/University of North Carolina
Women's Studies Research Center
William Chafe, Academic Director
Sandra Morgen, Project Director
Duke-UNC Women's Studies Research Center
105 East Duke Building
Durham, NC 27708
(919) 684-5683

With a recent grant from the Rockefeller Foundation, the Center is inaugurating a two-year curriculum transformation project designed to change the ways in which English, social science, and history are taught in colleges and high schools in North Carolina. The project is intended to broaden the community of Women's Studies scholars and to provide a model for joining the resources of secondary schools, colleges, and research universities to translate the lessons of the new scholarship on women into basic curricular change. In addition, the Center will award curriculum development grants in 1984-85 which are intended to support college teachers to incorporate materials and perspectives on women into traditional courses or to develop courses in Women's Studies. The awards are available to teachers in North and South Carolina and Virginia. The Center issues a newsletter in the Fall and Spring, and is disseminating materials from two faculty development events which it co-sponsored last year, most notably, a conference report on "Equity and Excellence: Women's Studies and the Humanities" ($2.00) and a bibliography prepared for the conference on "Common Differences Between Black and White Women."

Earlham College
Cathy Milar
Department of Psychology
Earlham College
Richmond, IN 47374
(317) 962-6561, ext. 556

Earlham holds annual two-day faculty development retreats in which the entire faculty participates. This year, in response to a plan proposed at the 9th Annual Conference of the Great Lakes Colleges Association, of which Earlham is a member, the retreat will focus on the incorporation of Women's Studies into the main curriculum. The meeting, with outside speakers giving presentations and leading discussions and small group workshops, will center on curriculum integration efforts in three broad areas: the humanities, social sciences, and sciences. There will also be a workshop devoted to the implications of Women's Studies for administrative structures and policies. Information on the formal program will be available later in the Spring.

Evergreen State College at Vancouver
Virginia Grant Darney, Coordinator
Community Studies Program
Evergreen State College
1002 E. Evergreen Blvd.
Vancouver, WA 98661
(206) 696-6011

This upper-division, interdisciplinary program integrates material by and about women into the core curriculum and emphasizes research methods. Disciplines include history, literature, political theory and the social sciences. Weekly seminars for participating faculty focus on Women's Studies research and pedagogy.

Feminist Press
Paul Lauter, Project Director
Reconstructing American Literature
The Feminist Press
Box 334
Old Westbury, NY 11568
(516) 876-3086

An educational project of the Feminist Press, supported by FIPSE, the project represents an effort to transform the teaching and thus the canon of American literature in response to the last two decades of work in Women's and Minority or Ethnic Studies. The project has collected and published syllabi and other materials of changed courses as models, under the title Reconstructing American Literature (Feminist Press, 1983). It is developing and publishing a new anthology of American literature.

Georgia State University
Charlotte McClure, Department of English
Diane L. Fowlkes, Department of Political Science
Project Co-directors
Georgia State University
Atlanta, GA 30303
(404) 658-2924 (McClure)
(404) 658-3152 (Fowlkes)

A publication, entitled Feminist Visions: Toward a Transformation of the Liberal Arts Curriculum, will be available this Spring from University of Alabama Press (hardcover, 360 pp., bibliography). It includes 14 essays stemming from a very successful conference of scholars from 11 southern states, held in 1981 and entitled "A Fabric of Our Own Making: Southern Scholars on Women." The project has also developed two options for a concentration in Women's Studies, which lead to the B.A. in Interdisciplinary Studies, as part of an ongoing effort to balance the liberal arts curriculum through incorporation of materials on women. Funds for the project were provided by WEEAP.

Great Lakes Colleges Association (Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster)

Women's Studies Program:
Katherine Loring, Coordinator
220 Collingwood, Suite 240
Ann Arbor, MI 48103
(313) 994-0977

The GLCA Women's Studies Program offers various faculty development activities for its 12 member colleges, emphasizing sharing and coordination of resources and information. The Program holds an annual conference focusing on Women's Studies curriculum development, revision of the standard curriculum, and issues of race, class, and sex as they affect dimensions of academic life and work. Proceedings of each annual conference are available at cost, as is a newsletter, free of charge. The 10th Annual Conference will take place at the Geneva Conference Center, Rochester, Indiana, on November 9-11, 1984.

Guilford College
Carol Stoneburner
Director of Faculty Development
Coordinator of Women's Studies
Guilford College
Greensboro, NC 27410
(919) 292-5511

A well-established faculty development program, supported by the College, encourages faculty members to take an interdisciplinary approach in designing courses which integrate material about women into the liberal arts curriculum. The Program sponsors activities which include faculty study groups, conferences featuring outside speakers, and workshops led by outside consultants. The study groups have been most effective in sustaining faculty interest in Women's Studies by providing a framework for informal discussion of specific topics, issues, and works of scholarship.

Harvard Divinity School
Constance Buchanan, Director
Women's Programs
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138
(617) 495-5761

The Women's Studies in Religion Program, now ten years old, has since its inception fostered feminist scholarship with a view to transforming the study and practice of theology and the whole theological curriculum at the School. Ongoing support from the Ford Foundation and a recent grant from the Rockefeller Foundation have allowed the Program to reinforce and enlarge its mission by inviting research associates to develop materials which augment present course offerings, to teach, and to lecture in large forums on their work. The success of the research associates program was an important factor in the School's plan, initiated in 1979, to integrate feminist theology into its core curriculum. The recent Rockefeller award promotes new interdisciplinary approaches to the ongoing feminist inquiry and revision of courses by bringing to the School scholars from other humanities disciplines to do research and teaching.

Hunter College-CUNY
Susan Lees, Administrative Coordinator
Department of Anthropology
Hunter College-CUNY
695 Park Ave.
New York, NY 10021
(212) 570-5487 or 5639

A two-semester curriculum change project in 1983 involved faculty from 26 departments in weekly workshops examining introductory survey courses

with a view to including new research on women. The Spring series included 13 departments in the social sciences, mathematics, and sciences, and the Fall series, an additional 13 departments in the arts and humanities and education. A lecture series featuring outside speakers was held in conjunction with the workshops. Revised course materials and a report on the project are being prepared for dissemination.

University of Idaho/Washington State University

Susan Armitage, Director
Women's Studies Program
Washington State University
Pullman, WA 99164-4032
(509) 335-1794

Corky Bush, Assistant Dean
Student Advisory Services
Women's Center
University of Idaho
Moscow, ID 83843
(208) 885-6616

Collaboration between the women's programs at these neighboring institutions began in 1979 when they coordinated the annual Northwest Women's Studies Association Meeting in Moscow. The Association co-directors from 1980 to 1982 were Susan Armitage and Corky Bush. The Women in the Curriculum Project, funded by Montana State University's FIPSE grant, was designed to develop human and material resources in Women's Studies at the two universities. Specific project aims have included developing support networks for faculty doing Women's Studies research and teaching, stimulating curricular review and reform, and promoting research on women and gender. Interdisciplinary task forces, formed to address issues related to women in specific discipline groups, have spearheaded interinstitutional faculty development activities. In Fall 1983, the Humanities Task Force, funded by the Association for the Humanities in Idaho, held a conference entitled "Vision and Revision: Gender in the Humanities." The Social Sciences Task Force has sponsored a lecture series and coordinated a workshop on integrating women into the social sciences curriculum. A monthly newsletter has provided an ongoing communication link between the two campuses, and a bibliographic data base, designed by the WSU Women's Studies Program, serves as a resource to faculty revising their courses. In addition, an ongoing lecture series focuses on curricular reform in the humanities and social sciences.

University of Illinois at Chicago

Margaret Strobel, Director
Women's Studies Program
University of Illinois
P.O. Box 4348
Chicago, IL 60680
(312) 996-2441

With an award from FIPSE, the Multicultural Women's Summer Institute, held last July on the Chicago campus, brought together 25 faculty from colleges and universities across the country to discuss incorporating

material on women of color into interdisciplinary courses on women. Sessions were devoted to research presentations and discussion, pedagogy, and model syllabus design. With part of the grant designated for dissemination activities, participants are currently organizing outreach efforts and implementing new courses or revising old ones at their respective institutions. They have developed curriculum guidelines, reading lists, and bibliographies which are available from the project director, at the above address.

Indiana University
Christie Pope, Director
Women's Studies Program
Memorial Hall East 128
Indiana University
Bloomington, IN 47405
(812) 337-0101

A two-year curriculum development award from NEH has led to revision of the large introductory courses in Arts & Sciences at the University, and has resulted in the production of new course materials and a report entitled "Integrating Women's Studies Into the Curriculum." Co-directors Barbara Hanawalt, Department of History, and Jean Robinson, Department of Political Science, designed a project in which Women's Studies faculty acted as mentors to professors who received summer stipends to incorporate material on women into courses whose combined enrollment is 9000 students. Selected project materials and the final report are available this year from the Women's Studies Program. Cost of postage and copying will be billed. The Women's Studies Program also provides a bibliographic research service to Bloomington faculty who want to integrate feminist scholarship into their courses.

Kansas State University
Sandra Coyner, Director
Women's Studies Program
Eisenhower Hall
Kansas State University
Manhattan, KN 66506
(913) 532-5739

With an internal grant, a mainstreaming project is underway involving four departments actively engaged in curriculum development. The project includes ongoing small-group, department-based meetings and a general meeting of all participants each semester. History faculty are revising the introductory survey courses while, in Psychology, a new textbook has been developed and significant course revision has taken place. The Education Department's work turns on teacher behavior in the classroom, and Sociology has revised and developed new syllabi. The Program held a very successful statewide conference last year on "New Humanities Scholarship on Women" with funds from the Kansas Committee for the Humanities. Twenty scholars were sponsored for the five-day event.

Lewis and Clark College
Susan Kirschner
Department of English
Lewis and Clark College
Portland, OR 97219
(503)244-6161

A faculty development seminar in Women's Studies, funded by NEH, was held in 1981 to promote gender-balancing the curriculum by helping faculty to integrate materials on women into the core courses of the College. Now, a very active Women's Issues Group sponsors many gender-related projects: a Women's Studies symposium for faculty and students; a Fall faculty retreat on mainstreaming women's issues into the curriculum; and a task force to examine college publications for gender bias. A working paper on "The Issue of Gender in the Lewis and Clark Curriculum" is available for $3.00 as well as a model set of evaluation instruments, covering the entire cycle of the faculty development project, for $2.00.

University of Maine at Orono
JoAnn M. Fritsche, Director
Deborah Pearlman, Associate Director
Equal Opportunity/Women's Development Programs
251 Aubert Hall
Orono, ME 04469
(207) 581-1227

The Women in the Curriculum Program has ongoing University support to finance a variety of faculty development activities at Orono which are basically structured around course revision and training faculty to become competent in Women's Studies scholarship. With a grant from WEEAP, the "Leadership in Educational Equity Project" was established within the Program to assist feminist faculty and administrators in 7 other colleges and universities in Maine and New Hampshire to develop pilot curriculum integration projects at their own institutions. The Program directors have prepared a manual entitled "Toward Excellence & Equity: The Scholarship of Women as a Catalyst for Change in the University" which should be ready for distribution this Summer. Its purpose is to help academic feminists with the political issues involved in developing institutional support for curriculum integration work.

Mankato State University
Carolyn Shrewsbury
Department of Political Science
Box 7
Mankato State University
Mankato, MN 56001
(507) 389-1019

A Bush Foundation grant to the State University System in Minnesota has supported a variety of faculty development efforts in Women's Studies at Mankato State. Spearheading this year's activities is a series of faculty development workshops on feminist pedagogy led by Carolyn Shrewsbury, former Chair of Women's Studies. The workshops include faculty at other schools in the State System (Moorhead State, for example) as well as in the University of Minnesota System (e.g., University of Minnesota-Duluth). A similar series of workshops is planned in 1984-85. These workshops on teaching and learning in the feminist classroom complement other projects in the System which have focused on course materials. Mankato State is funding the publication of a monograph resulting from the workshops as well as next year's series.

University of Massachusetts at Amherst
Margo Culley
Department of English
Bartlett Hall
University of Massachusetts
Amherst, MA 01003
(413) 545-1929

Under the auspices of the Women's Studies Program at the University of Massachusetts at Amherst and the Afro-American Studies Program at Smith College, a FIPSE-funded Black Studies/Women's Studies project, involving the faculty of the Five Colleges, has developed resource materials and a team of consultants on curriculum development and multi-ethnic feminist studies. The aim of the project, which ended last year, was to ensure that Women's Studies courses are truly inclusive and that Black Studies includes feminist scholarship and perspectives. Participants in the project's faculty development seminars now serve as resource people and consultants in a number of disciplines. They have produced a book of courses, addressing issues of race, gender, and culture, which is an invaluable guide to faculty engaged in curriculum change work. Information about the book and names of consultants may be obtained from Margo Culley or Johnnella Butler, Chair of Afro-American Studies at Smith, who were co-directors of the project.

Memphis State University Center for Research on Women
Bonnie Thornton Dill, Director
Center for Research on Women
Clement Hall
Memphis State University
Memphis, TN 38152
(901) 454-2770

With funds from the Ford Foundation, the Center, in conjunction with the Inter-University Research Group on Gender and Race, sponsored a very successful Summer Institute on Teaching, Researching, and Writing About Women of Color in 1983, with 50 teachers and scholars from acro the country attending. The Institute provided a variety of forums for study, dialog and debate, including lectures, research groups, topic groups, films, and panel discussions. Black, Asian, and Latina women in the U.S. were the focus of comparative theoretical discussions on the intersection of gender and race. A follow-up evaluation is currently being conducted. The Center is in the process of expanding its Summer Institute model into a larger faculty and curriculum development project. Its priorities for curricular change include working class women in the South, and women of color across the country. A detailed report on the Institute is given in the November 1983 issue of the Center's Newsletter (Shirley Johnson-Jones, Editor).

Mills College
Helen Longino, Coordinator
Women's Studies Program
Mills College
Oakland, CA 94613
(415) 430-2346

With strong support from the College, Mills faculty are working on a new academic plan in which Women's Studies and feminist scholarship are systematically addressed. A faculty-wide conference, held last Fall, devoted a session to the incorporation of Women's Studies into distribution requirements and to integrating new feminist research into general courses. A related lecture series included faculty in science, literature, history and the social sciences. This Spring, a faculty development seminar is continuing to deal with these two topics. The events are organized by the Women's Studies Committee which has administered the major since 1976. A report on the year's work will be drafted by the Women's Studies Coordinator at the end of the academic year.

Montana State University

Project on Women in the Curriculum:
Betty Schmitz, Director
College of Letters and Science
Montana State University
Bozeman, MT 59717
(406) 994-5023

In 1981, MSU received a 2-year FIPSE grant to disseminate to 10 institutions in the Northern Rockies region the results of a previous curriculum reform program, funded by WEEAP and directed by Betty Schmitz. This program, one of the most comprehensive of its kind, involved 40 MSU faculty members who examined their disciplines for sex bias and developed and implemented revised curriculum materials reflecting the results of individual research. Under the FIPSE grant, an Institute on Women in the Curriculum was held at MSU in Spring 1982 for the 10 participating institutions. The project publication, a sourcebook describing the project results on the 10 campuses and including extensive literature on sources for integrating the study of women into the curriculum, is available for about $25.00, including postage. The project has also produced a booklet listing unpublished materials for developing courses and projects to integrate the new scholarship into the curriculum. The October 1983 list is available for $3.00 from Clearinghouse for Curriculum Integration Projects, c/o Betty Schmitz, at the above address. The list will be updated annually and additions are welcome. For more on the FIPSE project, see the article by Betty Schmitz and Anne Williams, entitled "Forming New Alliances for Women's Studies," in Women's Studies Quarterly (Spring 1983), pp. 19-22.

Western States Project on Women in the Curriculum:
Northwest Regional Office
Betty Schmitz, Director
Diane Sands, Assistant Director
309 Hamilton Hall
Montana State University
Bozeman, MT 59717
(406) 994-5023

For a general description of this project, which Betty Schmitz co-directs with Myra Dinnerstein, please see the entry under Southwest Institute for Research on Women. This Summer and in 1984-85, the Northwest Regional Office will make small grants available to institutions in two categories: those seeking to initiate projects and those seeking to sustain efforts already underway. Application information is available from Diane Sands. The project is also sponsoring a conference on feminist research and the curriculum, in conjunction with the Northwest Women's Studies Association Conference, at Bellingham, Washington, in April.

Moorhead State University

Evelyn J. Swenson
Affirmative Action Officer
Moorhead State University
Moorhead, MN 56560
(218) 236-2922

Nancy Parlin, Dean
Natural & Social Sciences
Moorhead State University
Moorhead, MN 56560
(218) 236-2762

Curriculum development seminars, supported by the Comstock Fund of the Minneapolis Foundation, have been held at Moorhead State in the last two years. The four-week Summer intensives have enabled faculty in the humanities, natural and social sciences, and professional fields to develop new course offerings and revise established courses to reflect the latest scholarship on women and ethnic minorities. Follow-up sessions, during the academic year, give participating faculty the opportunity to assess and discuss the new and modified courses as they are implemented.

Mount Holyoke College

Penny Gill
Department of Political Science
Mount Holyoke College
South Hadley, MA 01075
(413) 536-1966

The Mount Holyoke Project on Gender in Context, funded by the Donner Foundation, seeks to construct a new basis for the academic pursuit of Women's Studies by creating a common methodology for a new stage of research on women. Focusing on definitions of gender, the project turns upon the study of the uses of language, both as societies define women's experience and as women describe it. Seven faculty from the College, representing six disciplines in the humanities and social sciences, are each studying a specific problem of gender in social context. In addition, invited outside scholars participate in four-week Summer research seminars. The project is establishing a set of methodologies which may serve as models for cross-cultural, supra-disciplinary studies on women. Academic year seminars, held about once a month, provide a forum for ongoing, interdisciplinary exchange and include faculty in the Five College Consortium as well as outside scholars. The Brown University Pembroke Center for Research on Women and the Smith College Project on Women and Social Change are participants in the project and will help with dissemination. The project plans to produce edited volumes of papers coming out of the seminars.

University of North Carolina at Greensboro
Judith White, Director
Women's Resource Center
214 Mossman Bdg.
University of North Carolina
Greensboro, NC 27412-5001
(919) 379-5496

"Equity and Excellence: A Conference on Women's Studies and the Humanities" was held last year on the Greensboro campus and co-sponsored by University of North Carolina-Greensboro and the Duke/UNC Women's Studies Research Center. The conference was funded by the North Carolina Humanities Committee and the Z. Smith Reynolds Foundation which has provided a grant for faculty development in Women's Studies to the University. The Conference Report, edited by Judith White and Sandra Morgen (see Duke/UNC entry), is available from the Duke/UNC Women's Studies Research Center. UNC-Greensboro is currently engaged in course revision with a view to integrating Women's Studies and Black Studies into the general curriculum and strengthening cross-cultural studies. Led by the Women's Resource Center, which is in the Division of Academic Affairs, the work is multidisciplinary in focus and involves tenured faculty and department heads in many fields collaborating with the Women's Studies, Black Studies, and International Studies Committees. Stipends and released time to faculty, research scholarships, and workshops are made possible by the Reynolds grant and strong internal support for the efforts.

University of North Dakota
Sherry O'Donnell
Department of English
University of North Dakota
Grand Forks, ND 58201
(701) 777-3321

A Bush Foundation award to the Women's Equity Committee made possible a series of faculty workshops on integrating Women's Studies into the traditional curriculum in which twenty faculty members from six different colleges of the University participated. The result of the project is "Women's Scholarship, A Curriculum Handbook," edited by Sherry O'Donnell and Barbara Shaver and available for $7.95, including postage and handling, from Women's Equity Committee, P.O. Box 8161, University Station, Grand Forks, ND 58202. The 312-page handbook includes bibliographies, course syllabi, and related essays written by participating faculty in many disciplines.

Northern Illinois University
Marilyn B. Skinner, Coordinator
Women's Studies Program
Wirtz House
Northern Illinois University
DeKalb, IL 60115
(815) 753-1038

A three-year, University-funded faculty development project in Women's Studies has begun this Spring, jointly sponsored by the College of Liberal Arts & Sciences and the Women's Studies Program. Faculty in three departments, each chosen on the basis of its large undergraduate clientele for required introductory courses, will take part in workshops which explore important new research on women and gender, and facilitate course revision. The workshops combine research, curriculum design, and pedagogy. The pilot workshop, offered by the Department of English, is on the current renaissance of Black women writers.

Old Dominion University
Nancy Topping Bazin, Director
Women's Studies Program
Old Dominion University
Norfolk, VA 23508
(804) 440-3823

The Women's Studies Program offers biannual faculty development conferences for area colleges and universities as well as programs for faculty in specific disciplines. In March 1983, the Program held an institute on "Making Women Visible in Teaching History." In October, it sponsored a conference on recent feminist scholarship and the process of curriculum change. This Spring, faculty in Biology and Nursing participated in a conference examining the biological sciences in terms of the new research on women and, in addition, the Program is sponsoring a conference on feminist scholarship and its change potential for the sciences, social sciences, and humanities. In each case, visiting consultants, well known for their work to change the liberal arts curriculum in view of the new scholarship on women, present a public lecture and conduct an all-day workshop. The Program's current emphasis is on integrating Third World materials into the curriculum.

Organization of American Historians (OAH)
Curriculum Materials Development Project:
Elizabeth Fox-Genovese, Director
Department of History
SUNY-Binghamton
Binghamton, NY 13901

Joan Hoff-Wilson, Executive Secretary
Organization of American Historians
112 North Bryan
Indiana University
Bloomington, IN 47401
(812) 335-7311

Under a FIPSE, then a Lilly grant, the OAH sponsored the development of course materials for integrating material on women into introductory history courses, which were published in 1983. Two volumes, priced at $8.00 each, include lectures, discussion questions, bibliographies, and supplementary readings for teachers of Western Civilization courses, and a similar set, at the same price, is devoted to U.S. History. Restoring Women to History is the general title of the four-volume work. Orders, with payment enclosed, should be sent to the OAH. A series of regional conferences, designed to present these materials to history teachers in order to encourage networking and to promote a gender-balanced curriculum, began in the Delaware Valley region at Bryn Mawr College last June.

St. Olaf College
Susan Lindley, Director
Women's Studies Program
St. Olaf College
Northfield, MN 55057
(507) 663-3094

An active Women's Studies Committee, made up of faculty who represent the various academic divisions on campus, seeks to strengthen the Women's Studies curriculum while, at the same time, holding faculty workshops and retreats which focus on the incorporation of Women's Studies scholarship into the main curriculum. A series of faculty development workshops in 1983, supported by outside grants, has served to increase the base of faculty committment to Women's Studies and to stimulate curricular transformation.

Sixteen College Informal Coalition (Agnes Scott, Cedar Crest, Chatham, Goucher, Hollins, Hood, Mary Baldwin, Mills, Randolph-Macon, Salem, Skidmore, Scripps, Spelman, Sweet Briar, Wells, and Wheaton)

Inzer Byers
Department of History
Salem College
Winston-Salem, NC 27108
(919) 721-2688

A conference on "Scholars and Women," held at the University of Maryland at College Park in 1981, brought together faculty and administrators from the coalition to share research on the new scholarship on women and explore strategies for curriculum integration. Proceedings of the Conference, "Women's Studies and the Curriculum," edited by Marianne Triplette, Department of Sociology at Salem College, were published in book form in 1983. This important source book in curriculum change may be obtained, at no cost, from Dr. Byers, Chair of the Conference Planning Committee. The project was supported with funds from the Carnegie Corporation and the Ford Foundation.

Smith College

Curriculum Coordinators:
Susan Van Dyne
Department of English
Marilyn Schuster
Department of French
Wright Hall
Smith College
Northampton, MA 01063
(413) 584-2700

The Smith curriculum transformation project provides a model for maximizing existing faculty resources and facilitating interdisciplinary teaching and learning within conventional academic structures. In the last three years, faculty members whose courses already included significant material on women have joined colleagues just beginning to explore new scholarship on women to create an interdisciplinary course cluster each Spring. A lecture and discussion series is used to coordinate four established courses from separate departments around a theme central to the grouping: "Women and Power" in 1982, "Women: Image and Identity" in 1983, and "Culture Constructs the Female" in 1984. In the last two years, intensive five-week faculty seminars in the Fall semester have augmented the in-service training and team-teaching opportunities of the course cluster. The first two years of the Smith curriculum

project were sponsored by the Mellon-funded Project on Women and Social Change. Now successfully institutionalized, the project is overseen by a faculty Advisory Committee on the Study of Women, chaired this year by Ruth Solie, Department of Music. The extensive project literature includes, most notably, a bibliography for integrating research on women's experience in the Liberal Arts curriculum, now in its second edition ($3.00), syllabus re-design guidelines, and a working paper by Marilyn Schuster and Susan Van Dyne, entitled "Feminist Transformation of the Curriculum: The Changing Classroom, Changing the Institution." The last item is available, for $4.00, from the Wellesley Center for Research on Women (Working Paper no. 125).

Southwest Institute for Research on Women (SIROW)
Myra Dinnerstein, Director
Janice Monk, Executive Director
University of Arizona
Tucson, Arizona 85721
(602) 626-4477

The Western States Project on Women in the Curriculum, co-directed by Myra Dinnerstein and Betty Schmitz (see Montana State University), is a two-year project funded by the Ford Foundation to support curriculum integration activities at four-year colleges and universities in sixteen states (Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, and Wyoming). The Project is promoting these efforts by providing small grants, holding conferences and publishing a newsletter, a collection of sample syllabi for integrated courses, and a directory of consultants in the region.

With funding from the U.S. Department of Education, a three-year faculty development project, entitled "Integrating Women Into International Studies," will begin 1 July 1984, co-directed by Janice Monk, and Joyce Nielsen of the University of Colorado at Boulder. The project involves twelve campuses in Arizona and Colorado. Through workshops, seminars, and individual research, faculty members work to revise courses and methodology in the humanities and social sciences, selected professional programs, and foreign languages to include material on women. The project is designed to conduct yearly statewide conferences, to develop a regional network of faculty and a pool of consultants with expertise in curriculum integration, and to publish both materials for its participants and reports directed to a wider audience.

Speech Communication Association
Don M. Boileau, Director
Educational Services
SCA
5105 Backlick Road, #E
Annandale, VA 22003
(703) 750-0533

In 1983, the Association published Removing Bias: Guidelines for Student-Faculty Communication, the faculty development guide produced by Judith M. Gappa and Janice Pearce (see Utah State University), with Mercilee M. Jenkins, San Francisco State University, as major contributing author. The booklet analyzes and recommends approaches to classroom communication to remove gender, racial, and ethnic bias. It also includes a student perception questionnaire which helps faculty assess student-faculty communication patterns in the classroom. Appropriate for any discipline, the booklet is about 80 pages long and costs $6.75 for members and $7.50 for non-members. Orders under $20.00 must be prepaid.

Spelman College
Beverly Guy-Sheftall, Project Director
Women's Center
Box 127
Spelman College
Atlanta, GA 30314
(404) 681-3643, ext. 359

With a two-year curriculum development grant from the Ford Foundation, Spelman College has designed a project to incorporate Black Women's Studies into the curricula of selected colleges in the Southern region. The project seeks to address the regional and racial biases in Women's Studies as a discipline as well as in the general curriculum. Its aim is both to reconceptualize Women's Studies and to transform the larger curriculum. During the first grant year, Spelman is engaged in extensive faculty and curriculum development efforts which include research, seminars, and workshops. These efforts establish the framework for coordinating similar projects at Morehouse, Clark, Kennesaw, and Agnes Scott Colleges.

Stephens College
Jeanine Lindstrom Elliott, Director
Women's Studies Senior Colloquium Curriculum Project
Box 2134
Stephens College
Columbia, MO 65215
(314) 876-7215

A faculty workshop on Women's Education, inaugurated with a grant from NEH, is now held each year with internal funding. The year-long workshops provide stipends to faculty members to revise introductory and required courses to incorporate materials and perspectives relevant to women and ethnic minorities. New degree requirements, implemented in 1982-83, include integration of materials on women in all courses which students take to meet the liberal education requirement, and a senior colloquium, required for all B.A. candidates, which turns on contemporary women's experience. A series of reports, curriculum revision documents, and working papers emerging from the workshops are available from the Project Director. A book, entitled Women's Education: The Future, resulting from the Stephens College Symposium on curriculum integration, may be ordered from Wood Research Institute, Box 2134, Stephens College, Columbia, MO 65215.

Towson State University
Sara Coulter and Elaine Hedges, Project Directors
Women's Studies Program
Towson State University
Towson, MD 21204
(301) 321-2860

With a three-year grant from FIPSE, a major curriculum reform project is underway at this University. The project involves over 70 faculty in workshops where they study the new scholarship on women during the first year, revise courses the second year, and test and evaluate the new courses as they are being taught in the third year. Thirteen representative introductory survey courses in eight disciplines have been chosen for revision. Two conferences are planned in conjunction with the curriculum change work, one on pedagogy and the other on interdisciplinary study. The project will conclude with a third faculty development conference for secondary schools, colleges and universities in the Baltimore area. This final event is aimed at disseminating results and launching pilot curricular reform efforts at neighboring institutions.

Utah State University

Judith M. Gappa, Project Co-Director
Associate Provost
San Francisco State University
1600 Holloway Avenue, N-AD 455
San Francisco, CA 94132
(415) 469-2204

Janice Pearce, Project Co-Director
Department of HPER
Utah State University
Logan, Utah 84322
(801) 750-1507

A WEEAP project has resulted in the development of three guides for transforming introductory courses in psychology, sociology, and microeconomics, as well as guidelines on student-faculty communications. Entitled "Sex and Gender in the Social Sciences: Reassessing the Introductory Course," the project guides are being published and distributed by different organizations. They are listed in this Directory: for information on the psychology and sociology guides, see American Psychological Association and American Sociological Association, respectively; for information on the student-faculty communications unit, see Speech Communication Association. A publisher has not yet been found for the microeconomics guide, but copies are available from Judith M. Gappa, at the above address, for $10.00, prepaid.

Wake Forest University

Margaret S. Smith, Chairwoman
Department of Art
Susan H. Borwick, Chairwoman
Department of Music
Women's Studies Committee
Box 6032
Wake Forest University
Winston-Salem, NC 27109
(919) 761-5311

Two parallel strategies are being used at Wake Forest to establish Women's Studies in the liberal arts curriculum. The first is to develop the minor program by expanding the Women's Studies core curriculum; and the second is to incorporate materials and methods from Women's Studies into established liberal arts course offerings. The introductory core course in Women's Studies, offered this Spring for the first time, was developed with a grant from the Duke-UNC Women's Studies Research Center. At the same time, a grant from the North Carolina Humanities Committee, matched by funds from the University, made possible a lecture series in which faculty participants from several humanities disciplines examined the relationships between Women's Studies and the main curriculum. The Women's Studies Committee has also planned a three-year project of summer seminars in Women's Studies in which thirty liberal arts faculty members will participate.

Wellesley College Center for Research on Women

Black Women's Studies Faculty and Curriculum Development Project:
Margo E. Bradford, Coordinator
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 431-1453

With a two-year grant from FIPSE, this project is developing a Black Women's Studies concentration in collaboration with humanities and social sciences faculty from 12 historically Black institutions. Using workshops, held in May 1983 and January 1984 at Spelman College's newly established Women's Research and Resource Center, the project emphasizes curricular reform study-groups, resource-sharing and networking with a view to redesigning existing courses to include content on Black women in the curriculum of these colleges and universities. Workshop participants and project staff have developed survey instruments to evaluate the project which will be used in writing the final report. Project directors are Patricia Bell-Scott, Gloria T. Hull, and Barbara Smith, the co-editors of the important collection of essays, But Some of Us Are Brave—Black Women's Studies (Feminist Press, 1982).

Faculty Development Program:
Peggy McIntosh, Director
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 431-1453

With a grant currently from the Mellon Foundation, this nine-year-old program fosters faculty and curriculum development in Women's Studies mainly in three ways. The National Consultant Program matches funds provided by college administrators to bring to their campuses outside consultants on women and the curriculum. The Regional Seminar Program gives stipends to New England area faculty to participate in Center-based interdisciplinary seminars dealing with the implications of feminist scholarship for the liberal arts disciplines. The National Fellowship Program offers grants for research and writing on disciplinary change. Science and technology are the seminar and fellowship focus in 1984-85. The Faculty Development Program also publishes this annual Directory and a Directory of Consultants in curriculum change work, issued three times a year. Each is available, for $3.00, from the above address.

(continued on next page)

Guidebook for Faculty and Curriculum Development:

Peggy McIntosh
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 431-1453

Elizabeth Minnich
400 East Tremont
Charlotte, NC 28203
(704) 334-3267

With a two-year grant from the Ford Foundation, the project co-directors are writing a book on the implications of Women's Studies scholarship and feminist pedagogy for the humanities. In preparing the book, the project staff are consulting on draft chapters with scholars in 13 humanities disciplines and working with groups of faculty at four universities selected as sites for workshops to test and evaluate the chapters. The guidebook is intended primarily for an audience of college-level faculty both in Women's Studies and in the traditional disciplines. The project emphasizes a cooperative working model by involving many diverse scholar-consultants and, in the evaluation process, about sixty faculty participants in order to achieve a level of analysis and to develop a terminology accessible to a wide range of readers. Inquiries are welcome.

Western Wyoming College

Gayle Yamasaki, Coordinator
The Women's Center
Western Wyoming College
2500 College Dr., Box 190
Rock Springs, WY 82901
(307) 382-2121, ext. 192

The faculty development project of this two-year community college, a participant in the FIPSE Project on Women in the Curriculum (see Montana State University), has focused on revision of required, introductory courses in Mathematics and English. The large majority of faculty in these departments took part in inservice workshops, led by outside consultants, which dealt with both substantive and practical teaching issues. The workshops inspired significant revision of the English curriculum to incorporate material on women and meetings of the English faculty on nonsexist pedagogy and course materials. The Mathematics faculty addressed the issues surrounding "math anxiety" by cooperating in the development of alternative learning structures. An Introduction to Women's Studies is now offered which provides the required theoretical framework for revised courses in the main curriculum. The course emphasizes political theory, race and class issues, and cross-cultural learning.

Wheaton College
Bonnie Spanier
Department of Biology
Wheaton College
Norton, MA 02766
(617) 285-7722, Ext. 559

"Toward a Balanced Curriculum: Integrating the Study of Women Into the Liberal Arts," a 3-year project, funded by FIPSE, aimed at changing introductory courses in all disciplines to include new scholarship on women, has become a model for many institutions doing similar work across the country. In June 1983, the project sponsored a national training conference, held for the purpose of disseminating results and to assist teams of educators from other schools to begin their own projects. The Proceedings of the Conference, entitled Toward a Balanced Curriculum and edited by Bonnie Spanier, Project Director, and Alexander Bloom, are being published this year by Schenkman. In addition, selected project materials are available at cost from Dr. Spanier. They include evaluation instruments, project reports and the brochure, reading lists for faculty, and an annotated bibliography on scholarship on women and French literature.

University of Wisconsin at Green Bay
Estella Lauter
Associate Professor, Humanistic Studies and Literature & Language
(414) 465-2597

Jerrold Rodesch
Associate Professor, Humanistic Studies and History
(414) 465-2565

Department of Humanistic Studies
University of Wisconsin
Green Bay, WI 54301-7001

In 1982-83, the University began a balanced curriculum project which seeks to promote the inclusion of new research on women into introductory courses throughout the curriculum. The project has included meetings and discussion with faculty, distribution of course materials and bibliographies, faculty seminars on feminist scholarship, demonstration classes, and exchange visits with Wheaton College. Demonstration classes, held last year and currently, and led by the project directors, are focused on the Art History, History, and Literature curriculum. Since last Fall, the project has sought to strengthen its institutional base, working closely with the Faculty Senate.

University of Wyoming

Janice Harris, Head of Honors Program
Department of English
Hoyt Hall
University of Wyoming
Laramie, WY 82071
(307) 766-6452

Katherine Jensen, Chair
Women's Studies Committee
Department of Sociology
Ross Hall
University of Wyoming
Laramie, WY 82071
(307) 766-3342

The Women's Studies Committee and the General Education Committee have collaborated on a project which has succeeded in incorporating research and perspectives on women and minorities into the general education requirements of the University. Three of the four foundation courses in Women's Studies now satisfy general education requirements. A recently established Honors Program that has general education credit has been designed to incorporate Women's Studies and a similar curriculum development effort has begun in the American Studies Program. The Committees are also working on issues relating women and international development within a theoretical framework of non-western modes of experience.

Yale University

Nancy F. Cott, Chair
Women's Studies Program
5046 Yale Station
New Haven, CT 06520
(203) 436-1820

"Strengthening Women's Studies at Yale" is a three-year project of curriculum development (1983-86) funded by the National Humanities Endowment. The Women's Studies Program has elicited proposals from more than twenty faculty members in 12 departments, each of whom will, with the aid of a summer stipend or research assistance, revise or design a course. The project overall takes a two-pronged approach: half of the faculty members involved will transform existing courses (in the main, introductory lecture courses), to incorporate Women's Studies scholarship and feminist perspectives; and half will design new courses focusing on women and gender issues, which will be cross-listed under the Women's Studies Program. The project attempts to reach the widest possible undergraduate audience with the gains of the new scholarship on women while at the same time increasing the offerings of the Women's Studies Program.